

## **LAUREA UNIVERSITY OF APPLIED SCIENCES**

**Täydentävä osaaminen (amk-tutkinto), Laurea Otaniemi, TOG15SY**

### **INTRODUCTION TO LAUREA**

#### **Laurea's Mission**

The strategic intent of Laurea University of Applied Sciences is to be "an international developer of well-being and competitiveness of the Helsinki Metropolitan area in 2020".

Laurea is a student-centred, international, inspiring and innovative university of applied sciences whose mission is to conduct education, research, development and innovation activities in international value networks following the action model of Learning by Developing (LbD).

The students will encounter authentic workplace actors and their competence will be challenged during their studies. A student graduating from Laurea will be able to act in new situations, anticipate future trends, develop new operating models and examine the world with open eyes. Laurea's mission is to be an internationally networked university of applied sciences with an operating method that creates links between learning and the working life. This way, new competence will be produced and service innovations generated.

#### **Competence Development**

At Laurea our focus is on the student, emphasising the student's freedom and responsibility. The students are offered an opportunity to develop their competence as required by their professional goals. Freedom means that the learning outcomes may be achieved through different modes of studying. Responsibility means an active approach to studying, responsibility for your own choices and a constructive and motivated attitude towards doing things together. Laurea's staff is responsible for supporting and guiding the student's professional growth.

Internationality at Laurea means numerous opportunities for being active in various multicultural settings, developing your language skills, going on student exchanges and taking part in international research and development (R&D) projects.

Laurea's strategic research areas are based on strong expertise on which the education offered by Laurea is based. Strategic research areas are health and societal integrity, comprehensive security and service business. Student entrepreneurship is supported and entrepreneurship is visible in Laurea's activities not only as an entrepreneurial attitude and cooperation with companies but also as concrete new businesses that the students may set up even before completing their studies.

Laurea produces experts for the future who can develop their own work, are professionally committed and have capabilities for serving in expert tasks in their own fields.

The education aims for an extensive and strong professional competence. Workplace driven projects also develop management competence, communication skills, creativity and ethical competence. The graduates will have capabilities for following and promoting the development of their professional fields and for continuous improvement of their personal professional competence. The education imparts the students adequate communication and linguistic skills for tasks in their fields as well as for international activities and cooperation.

### **LEARNING BY DEVELOPING (LbD)**

Laurea's inspiring and innovative learning environments are based on the model of Learning by Developing. The idea of Learning by Developing is built around authentic encounters with the working life. The ensuing cooperation is based on trust and creativity.

The students learn to identify targets for workplace and competence development, to create new solutions, products and operating models and to develop their own action in observance of changing workplace requirements. The typical characteristics of LbD include authenticity, partnership, experiential nature, creativity and a research-oriented approach.

Learning by Developing combines learning that produces competence with creativity through various research and development projects. Learning builds on new opportunities that open up as the project progresses. The required competence is accumulated through practical activities in various workshops and labs.

## **DEGREE STRUCTURE IN EDUCATION LEADING TO A UNIVERSITY OF APPLIED SCIENCES DEGREE**

### **Scope and Extent of the Degree**

The scope of a Bachelor's degree in Business Administration, Hospitality Management, Beauty Care, and Health Care (physiotherapist, nurse) is 210 credits, and it takes on average 3.5 years to complete. The scope of a Bachelor's degree programme in Health Care (public health nurse) is 240 credits, and it takes on average 4 years to complete.

In line with the international ECTS standard, one credit corresponds with 26.7 hours of work for an average student.

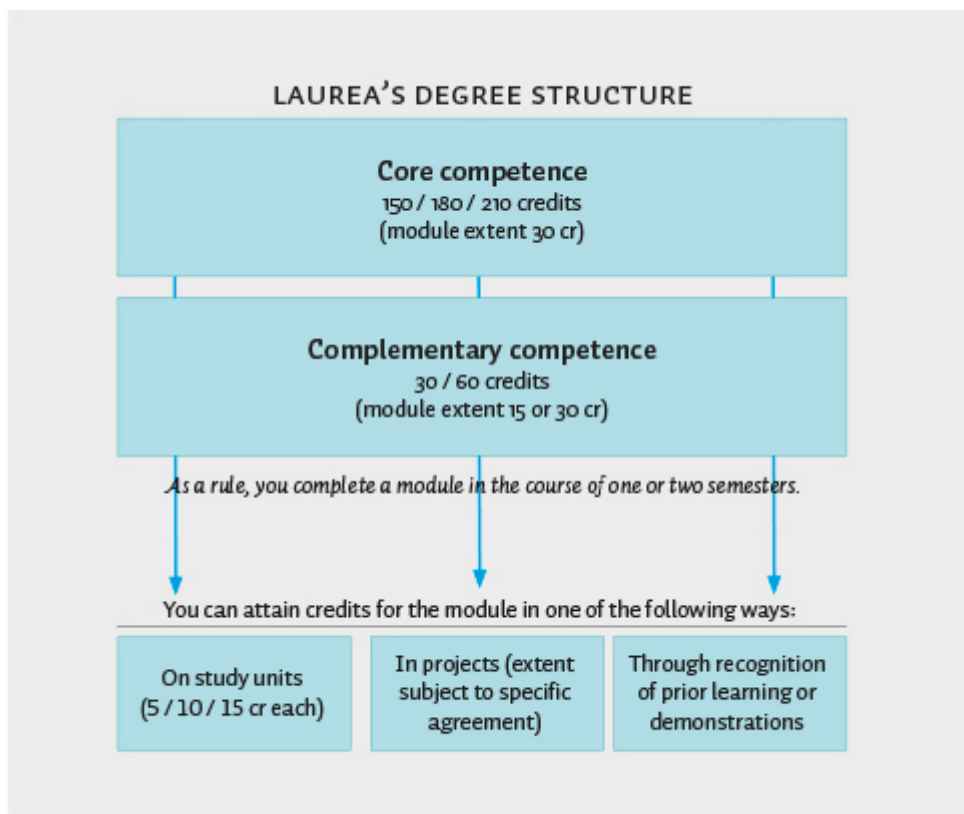
### **Degree Structure**

The degree studies at Laurea consists of core competence and complementary competence modules. The modules comprise competence areas that are part of the degree. Core competence modules impart competence that is part of the degree's compulsory requirements. Complementary modules make it possible to deepen or extend your knowledge.

Learning is made relevant to workplace development and the student's personal goals. The learning outcomes specified for the modules build on future workplace needs and Laurea's focus areas.

In practice, credits are attained when the student complete study units that are part of the module or engage in projects in which the corresponding competence area is develop (see picture 1). Credits can also be gained through recognition of prior learning or demonstrations.

The modules have been designed so that they can mainly be completed in the course of one or two semesters. Studies can be implemented either in Finnish or in English. The language of the implementation is decided for each semester and is visible in the study offering.



Picture 1. Structure of the studies.

### Core Competence and Complementary Competence Modules

**Core competence modules** lay the foundation for the competence required for a degree and are compulsory. The scope of the core competence varies depending on the degree:

- 150 credits for a Bachelor of Business Administration, a Bachelor of Hospitality Management, a Bachelor of Social Services, a Bachelor of Health Care (physiotherapist) and a Bachelor of Beauty Care degree
- 180 credits for a Bachelor of Health Care degree (nurse)
- 210 credits for a Bachelor of Health Care degree (public health nurse)

The scope of **core competence modules** is 30 credits. The modules contain the following types of studies: basic studies, professional studies, practical studies and a Bachelor's thesis.

The remaining part of the degree consists of **complementary competence modules**. Depending on the degree, the scope of the complementary competence thus is 30 or 60 credits. The scope of a module is either 15 or 30 credits. The modules can be freely selected. Complementary competence modules support individual study paths and competence. You can include in your degree complementary competence modules that are compatible with your professional goals. The compatibility of the elective studies with your degree will be subject to prior agreement with your teacher tutor.

Complementary modules include the following types of studies: professional studies, practical studies and elective studies.

### Flexible Possibilities for Completing Attainments and Specialising

At Laurea, there are flexible possibilities of building up the competence specified in the modules' learning outcomes. For example, the student can

- select core competence studies offered on Laurea's different campuses

- select complementary competence modules that support your professional goals in Laurea's various campuses
- select English studies from Laurea's offer of English education, even if you are studying in Finnish education,
- select Finnish studies from Laurea's offer of Finnish education, even if you are studying in an English education.
- select studies taught in Finnish from Laurea's offer of Finnish education
- include in your degree studies offered by the offer of the FUAS Federation that is from HAMK University of Applied Sciences and Lahti university of Applied Sciences, without paying fees
- select online studies that give you more flexibility in your study schedules, and
- develop your competence by taking part in projects and
- utilize work-based learning.

The study unit implementation plans specify the objectives, content and implementation form of the studies.

The development of a student's individual competence is also supported by campus modules, the contents of which emphasise the special competence areas of the campuses. In addition, you can deepen or extend your competence by your selections of complementary competence modules, placements and the theme of your thesis, and by participating in various projects. Career guidance will be provided to support a student on his or her study path.

## ASSESSMENT OF LEARNING AND COMPETENCE

In the curriculum, the learning outcomes are described as the learner's actions, so that the development of competence can be assessed with reference to the set goals. Competence is identified as knowledge, skills and values related competence as well as experiential competence that includes the competence of an individual and a community. The competence descriptions in the curriculum draw on Bloom's taxonomy, where the development of competence is described at six different levels: knowledge, comprehension, application, analysis, synthesis and evaluation/creativity.

Following Laurea's LbD model, it is expected that the learner's competence will develop from the level of application to the level of creativity in the course of the education. Laurea's description of shared general criteria for workplace competence is based on the National Quality Framework. General workplace competence develops as the students complete modules and study units and participate in projects.

**Table 1. Shared criteria for generic working life competence at Laurea**

| Description of competence                                                                                                                                                                            | Learning outcome                                                                                                                                                                                                                                          | Examples                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>REFLECTION COMPETENCE</b><br><br><i>learning skills (EQF)</i><br><br>Assessment and development of the learner's personal competence and that of others in order to achieve the learning outcomes | <ul style="list-style-type: none"> <li>• is able to solve problems associated with his/her role, operating methods and competence in a goal-oriented manner to reach a target</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• changes his/her operating methods and role, and develops his/her competence as the development process progresses in order to reach the objectives and the goal set for the project.</li> <li>• brings up the views put forward by experts that he/she appreciates as the project progresses</li> </ul> |
|                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• is able to analyse the implemented operating methods and the actors' competence and, based on this analysis, is able to draw conclusions together with other actors in order to achieve a shared goal</li> </ul> | <ul style="list-style-type: none"> <li>• in a goal-oriented manner, compares different perspectives together with other project actors</li> </ul>                                                                                                                                                                                                |
|                                                                                                                                                                                                      |                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• models a development project as a whole from the perspective of impact</li> </ul>                                                                                                                                                                                                                       |

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|  | <ul style="list-style-type: none"> <li>is able to compare and develop the operating methods of various actors, the set objectives and goal and the entire process, and to create a new operating model</li> </ul> |  |
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| <b>ETHICAL COMPETENCE</b> | <ul style="list-style-type: none"> <li>is able to follow the principles of equality and fairness</li> <li>is able to apply the underpinning values and principles of vocational ethics typical of his/her field to his/her actions</li> <li>is able to apply the principles of sustainable development (environmental, social and financial responsibility)</li> <li>acts as a responsible global citizen</li> </ul> | <ul style="list-style-type: none"> <li>follows the agreed operating methods</li> <li>is considerate to others, gives space to other people's ideas and listens</li> <li>complies with the rules (including schedules), is committed to work, is careful, reliable and fair, respects the work of others, shows discretion and behaves appropriately in each situation</li> <li>understands that local actions may also have international impacts and vice versa</li> </ul> |
|                           | <ul style="list-style-type: none"> <li>accepts responsibility for his/her own actions</li> <li>accepts responsibility for the actions of the group</li> </ul>                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>recognizes conflicts associated with choices</li> <li>compares and takes into consideration different viewpoints, is able to let go of selfish needs in order to achieve a common good</li> <li>shows appreciation for the work and outputs of others, for example by citing the original sources</li> </ul>                                                                                                                         |
|                           | <ul style="list-style-type: none"> <li>draws on his/her competence to have an impact in society (LbD regional development)</li> </ul>                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>designs/develops customer/client-oriented and sustainable solutions including a financial, social and environmental aspect</li> </ul>                                                                                                                                                                                                                                                                                                |

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| <b>COMMUNICATION COMPETENCE (IN WORK COMMUNITY)</b><br><br><i>The student is able to act appropriately in various work-related communication and interactive situations: the student uses diverse communication channels in various situations, exchanges messages and maintains interaction with others.</i> | <ul style="list-style-type: none"> <li>is able to communicate appropriately in interactive situations of the work community and communicate in inter-cultural situations</li> </ul> | <ul style="list-style-type: none"> <li>observes the communication requirements and capacities of the project</li> <li>by his/her personal action, promotes a constructive atmosphere (appropriate, constructive criticism)</li> <li>values, listens to and respects different communicators and cultures and linguistic diversity</li> <li>applies his/her communication competence to different people</li> <li>communicates in a foreign language</li> <li>uses ICT in his/her tasks</li> </ul> |
|                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>is able to communicate responsibly as part of a multi-disciplinary work community / network</li> </ul>                                       | <ul style="list-style-type: none"> <li>communicates to promote well-being in the community</li> <li>acts as an active and goal-oriented partner in cooperation and networks globally</li> </ul>                                                                                                                                                                                                                                                                                                   |

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|  | <ul style="list-style-type: none"> <li>• is able to organise communications in a work community</li> <li>• is able to evaluate communication competence needed in multicultural cooperation</li> <li>• is able to evaluate the impacts and possibilities of internationalisation development</li> </ul> | <ul style="list-style-type: none"> <li>• shares information and takes initiative in disseminating information on the project's progress using various communication channels</li> <li>• finds solutions to communication challenges</li> <li>• constructs and organises network partnerships in cooperation with project actors</li> </ul>                                                                                                      |
|  | <ul style="list-style-type: none"> <li>• is able to renew communication modes</li> <li>• is able to direct communications</li> <li>• is able to develop working life connections and networks</li> <li>• is able to have an impact in society by communicating about project outcomes</li> </ul>        | <ul style="list-style-type: none"> <li>• has the courage to challenge him/herself and others to act</li> <li>• tolerates uncertainty, incompleteness and the possibility of failing in communication situations</li> <li>• acts professionally, interprets and controls emotions in critical interactive situations</li> <li>• builds and develops online partnerships independently</li> <li>• uses renewing modes of communication</li> </ul> |

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| INNOVATION COMPETENCE | <ul style="list-style-type: none"> <li>• is able to identify elements needing change in working life / a project</li> <li>• is able to use appropriate project and R&amp;D methods</li> <li>• is able to apply a development-oriented work approach in an RDI project</li> </ul> | <ul style="list-style-type: none"> <li>• obtains and processes knowledge in his/her field in relation to the RDI project</li> <li>• brings up practicable development ideas emerging from the project</li> </ul>                                                                                                                       |
|                       | <ul style="list-style-type: none"> <li>• is able to organise an RDI project</li> <li>• is able to analyse and interpret an innovation process applying existing international knowledge</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• documents and reports: describes knowledge or operating methods that renew working life in line with the project targets</li> <li>• brings up international standards and practices relevant to the field and follows them</li> <li>• has the courage for constructive questioning</li> </ul> |
|                       | <ul style="list-style-type: none"> <li>• is able to create new working methods by using creative problem-solving and finds customer/client -oriented, sustainable and cost-effective solutions</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• suggests and implements solutions bravely and creatively, justifies his/her point of view</li> <li>• has visions of future (foresight, ability to also see the past)</li> <li>• is creative</li> </ul>                                                                                        |

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| <b>MANAGEMENT COMPETENCE</b><br><br><b>Management</b><br><br>comprises goal-oriented, interactive social activity. Management guides the way people act. The aim of management is that a group | <ul style="list-style-type: none"> <li>• is able to draw on the basics of management and entrepreneurial operation as part of project work</li> </ul> | <ul style="list-style-type: none"> <li>• recognizes his/her role in order to manage his/her own actions in the project</li> <li>• identifies the goals of the project and sets goals for him/herself</li> </ul> |
|                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• is able to lead a development project as a Project Manager</li> </ul>                                        |                                                                                                                                                                                                                 |

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|  | <ul style="list-style-type: none"> <li>is able to promote a communal spirit among those participating in a development project by personal example</li> </ul>                                           | <ul style="list-style-type: none"> <li>draws up a project plan (legal and financial aspects)</li> <li>communicates about decisions and project changes, solves communication and interaction problems</li> <li>plans and implements a budget</li> <li>organises project activities and allocates responsibilities and tasks to actors</li> <li>supports the actors' development as Project Manager</li> <li>makes decisions in unexpected situations</li> <li>identifies risks and takes steps to find a solution</li> <li>monitors and evaluates the project in comparison to the plan</li> </ul> |
|  | <ul style="list-style-type: none"> <li>is capable of proactive management</li> <li>is able to generalise management competence produced in a development project in working life development</li> </ul> | <ul style="list-style-type: none"> <li>has visions of future</li> <li>renews management culture</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

Study units are graded on a scale of 0 to 5, as follows:

5 (Excellent),  
4 (Good),  
3 (Good),  
2 (Satisfactory),  
1 (Satisfactory) and  
0 (Fail).

Some study units or parts can also be graded simply as Pass/Fail (H/0).

The students will be informed of the criteria for assessing competence at the beginning of each study unit/project. In the planning of the assessment, shared assessment criteria applicable to initial stage and graduation stage students are utilised, with shared descriptions for levels 1, 3 and 5.

**Table 2. Shared assessment criteria for initial stage and graduation stage students**

| BACHELOR'S DEGREE                                    | INITIAL STAGE STUDENTS                                                                                                                                                                                                             | GRADUATION STAGE STUDENTS                                                                                                                                                                                                                                                                             |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXCELLENT</b><br>grade 5<br>Students are able to: | <ul style="list-style-type: none"> <li>Apply professional concepts expertly.</li> <li>Comply with occupational safety instructions responsibly and independently.</li> <li>Justify activities using research knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>Apply professional concepts expertly and extensively, and manage the big picture.</li> <li>Develop occupational safety of their operating environment.</li> <li>Develop operating methods by comparing, combining and selecting research knowledge.</li> </ul> |

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|                                                 | <ul style="list-style-type: none"> <li>• Work independently and take initiatives in line with objectives. Operations are often flexible, systematic, development-oriented, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Act in customer/client-oriented ways and according to the situation.</li> <li>• Promote group activities.</li> <li>• Able to critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>• Work independently and innovatively in line with objectives. Activities are mostly creative, focused on developing the workplace and distinctly professional.</li> <li>• Select, combine and develop appropriate techniques and models for activities.</li> <li>• Take initiatives and act responsibly in customer/client relations, and understand the meaning of customer/client relationships for the big picture.</li> <li>• Develop and renew activities of multidisciplinary teams.</li> <li>• Critically apply ethical principles in the subject field in complex and unanticipated situations.</li> </ul>                                                                                                                       |
| <b>GOOD</b><br>grade 3<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Apply occupational safety instructions in their activities.</li> <li>• Justify, compare and analyse their activities using general guidelines.</li> <li>• Able to cope independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act professionally in customer/client situations.</li> <li>• Work in a group in line with objectives.</li> <li>• Justify their activities in accordance with ethical principles..</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts expertly.</li> <li>• Take care of occupational safety for themselves and the work community, and perceive development objects.</li> <li>• Select methods of operation in accordance with research knowledge and guidelines.</li> <li>• Work systematically and critically in line with objectives in complex situations. Operations are often flexible, systematic, creative and active.</li> <li>• Select the appropriate techniques and models for activities, and justify the choices.</li> <li>• Prioritise and maintain customer/client relationships.</li> <li>• Promote group activities.</li> <li>• Critically apply ethical principles in the subject field in one's conduct and tasks.</li> </ul> |

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| <b>SATISFACTORY,</b><br>grade 1<br>Students are able to: | <ul style="list-style-type: none"> <li>• Apply most important/individual and appropriate professional concepts, and indicate their familiarity with the knowledge base.</li> <li>• Act safely, although activities are often schematic/ experimental/ fumbling/ self-involved.</li> <li>• Comply with rules and instructions, and justify their activities using provided instructions.</li> <li>• Act appropriately under guidance.</li> <li>• Use acquired techniques and models.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply professional concepts systematically.</li> <li>• Comply with occupational safety instructions responsibly and independently.</li> <li>• Justify and analyse their activities using general guidelines and in accordance with evidence-based information.</li> <li>• Act professionally and responsibly in unanticipated customer/client and problem situations.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Take customers/clients into account in their actions.</li> <li>• Act as group members.</li> <li>• Act in accordance with ethical principles.</li> </ul> | <ul style="list-style-type: none"> <li>• Work independently in different tasks in each operating environment.</li> <li>• Apply acquired techniques and models diversely.</li> <li>• Act in customer/client-oriented ways and according to the situation, and understand customer/client needs.</li> <li>• Work in a group in line with objectives.</li> <li>• Act and justify their activities in accordance with ethical principles.</li> </ul> |
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The assessments draw on the students' self and peer assessments and the assessments of employer representatives. The students can also avail themselves of recognition of prior learning (RPL). Assessment helps the students to monitor the development of their competence and the achievement of their personal goals in relation to the competence requirements set for the degree.

### **INTERNATIONAL COMPARABILITY OF THE DEGREE**

Competence is at the centre of all activities at Laurea, and we recognize competence in a comprehensive sense. General working life capabilities specified at the national level and defined in greater detail at Laurea have been taken into account in the degree contents.

The level of the degree corresponds with level 6 of the National Qualifications Framework (NQF) and level 6 of the European Qualifications Framework (EQF).

In the curriculum, the learning outcomes of a study unit are described for level 3, good skills, on the assessment scale (1-5).

### **CURRICULUM DEVELOPMENT**

The curriculum is developed by using evaluation, monitoring and feedback data. Changes may occur in the study units and implementation modes of the modules. The offering of the complementary modules is constantly under development to match the requirements of the working life and thus the offering may change during the studies.

1. year

|       |                                                                                        |     |
|-------|----------------------------------------------------------------------------------------|-----|
| Y     | CORE COMPETENCE                                                                        |     |
| T     | COMPLEMENTARY COMPETENCE                                                               | 260 |
| R020  | OTHER COMPLEMENTARY COMPETENCES                                                        |     |
| R0074 | Basic Studies in Mathematics                                                           | 5   |
| R0098 | Basic Communication in Swedish                                                         | 5   |
| R0082 | Basic Communication in English                                                         | 5   |
| R0089 | Language and Culture Tandem                                                            | 5   |
| R005  | EARLY CHILDHOOD EDUCATION COMPETENCE                                                   |     |
| R0093 | Diversity and Special Nature of Early Childhood Education                              | 10  |
| R0094 | Pedagogical Competence in Early Childhood Education                                    | 10  |
| R0095 | Competence in Guiding Early Childhood Education Activities                             | 10  |
| G120  | FUTURE EXPERTS IN THE WELFARE SECTOR                                                   |     |
| 01500 | Innovation Project 1                                                                   | 5   |
| 01491 | Innovation Project II                                                                  | 10  |
| G103  | PROMOTING WELLBEING                                                                    |     |
| G8290 | Supporting Mental Functions                                                            | 5   |
| G8291 | Nutrition as Support for Wellbeing                                                     | 5   |
| G8292 | Applied Physical Activity                                                              | 5   |
| G8324 | Promoting Health and Thriving at Work                                                  | 5   |
| G8325 | Multidisciplinary Evaluation Methods in Rehabilitation                                 | 5   |
| G8328 | Supporting Functional Capacity                                                         | 5   |
| B066  | SOCIAL WORK WITH ADULTS                                                                |     |
| G8308 | Social sector work carried out with adults                                             | 5   |
| G8309 | Guidance and counselling in social work with adults                                    | 5   |
| G8310 | Functional, bodily and creative methods in social work with adults                     | 5   |
| G111  | MULTIDISCIPLINARY CUSTOMER WORK COMPETENCE IN THE SOCIAL SERVICES AND HEALTHCARE FIELD |     |
| G8286 | Different Stages of Human Life                                                         | 5   |
| G8287 | Similar, Different and Various Types of Opportunities                                  | 5   |
| G8288 | Interaction Skills in the world of Children, Youths and Adults                         | 5   |
| G107  | CUSTOMER RELATIONSHIPS AND MARKETING                                                   |     |
| G8343 | Integroidun markkinointiviestinnän ja asiakkuuksien kehittäminen                       | 15  |
| G8336 | Developing Business in an International Environment                                    | 5   |
| G110  | LEADERSHIP AND MANAGEMENT                                                              |     |
| G8337 | Leading by Coaching                                                                    | 15  |
| G104  | ENTREPRENEURIAL ACTIONS AND E-SERVICES                                                 |     |
| G8295 | eWellbeing Services and Their Development                                              | 5   |
| G8272 | eService Competence                                                                    | 5   |
| R0052 | Leadership and Management                                                              | 5   |
| G8297 | Entrepreneurship:                                                                      | 5   |
| B052  | ECONOMIC GOVERNANCE                                                                    |     |
| G8338 | Investointi- ja hinnoittelulaskelmat                                                   | 5   |
| G8339 | Operatiivinen laskentatoimi                                                            | 5   |

|       |                                                        |     |
|-------|--------------------------------------------------------|-----|
| G8340 | Kustannus- ja kannattavuuslaskelmat                    | 5   |
| G108  | LAUREA STARTUP                                         |     |
| G8341 | Kickoff StartUp                                        | 10  |
| G8319 | Future StartUp                                         | 5   |
| G8320 | Idea StartUp                                           | 5   |
| G8321 | Business StartUp                                       | 5   |
| G8342 | Developing StartUp                                     | 5   |
| V078  | CHILD PROTECTION - YOUNG PEOPLE AND FAMILIES           |     |
| V1433 | Child Protection                                       |     |
| V1434 | Young People and Families                              |     |
| G8299 | Work with Challenging Children                         | 5   |
| G8300 | Child Welfare Services in Open Care                    | 5   |
| G8301 | Work with Young People                                 | 5   |
| R027  | GUIDANCE AND EXPERTISE TRAINING                        |     |
| 01469 | Student Tutor Activities                               | 5   |
| 01410 | Basic Studies on Rules and Regulations in Working Life | 5   |
| A821  | PRODUCER OF EVENT SERVICES                             |     |
| A9466 | Plannining and Implementing an Event                   | 10  |
|       |                                                        | 260 |

## **R020 OTHER COMPLEMENTARY COMPETENCES, 15 cr**

### **Description:**

The aim of the studies offered in this module is to develop student's basic knowledge and skills. The studies will give basic abilities for the student to be able to manage on his/her studies in his/her field of studies. The student will conduct the appropriate studies from this module according to the initial tests or his/her needs. After completing the studies the student will have gained basic knowledge and skills to develop his/her skills to apply these competences.

Also other studies which develop professional skills can be offered in this module. Studies completed elsewhere can always be placed in this module.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Hyvinkää, sote: Terhi Hautaviita

Lohja, sote: Anu Elorinne

Porvoo: Erja Annola

Tikkurila: Marja Vellonen

## **R0074 Basic Studies in Mathematics, 5 cr**

### **The student is able to:**

The student is able to

- solve mathematical problems at a level required in the UAS studies.

## **R0098 Basic Communication in Swedish , 5 cr**

### **The student is able to:**

The student is able to:

- know the basics of Swedish grammar
- use study-related and work-related vocabulary
- know the basics of written and spoken communication
- enhance his/her language skills by making use of a variety of study methods

## **R0082 Basic Communication in English, 5 cr**

### **The student is able to:**

The student

- knows the basics of English grammar
- knows the basics of written and spoken communication
- is able to use study-related and work-related vocabulary
- is able to enhance language skills by making use of a variety of study methods

## **R0089 Language and Culture Tandem, 5 cr**

### **The student is able to:**

The Student is able to

- improve his/her target language skills, especially oral skills
- make observations and get familiar with target (foreign) culture and society
- expand his/her general cultural competence

## **R005 EARLY CHILDHOOD EDUCATION COMPETENCE, 30 cr**

### **Description:**

In this module, the students develop their specific and multi-disciplinary pedagogical competence and expertise in early childhood education. The students build up competence that supports a child's individual and communal growth, development and learning. The students become experts of education, care and teaching in the area of early childhood education. After completing this module, the students may take on a leading role in a team of educators and act as an educational partner in multiprofessional networks. The studies contained in this module are part of the study path leading to the competence of a kindergarten teacher.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Otaniemi: Virpi Lund

Tikkurila: Maarit Koskinen

Hyvinkää: Maire Antikainen

## **R0093 Diversity and Special Nature of Early Childhood Education, 10 cr**

### **The student is able to:**

The student is able to:

- assess a child's individual needs for growth, development and learning
- work in a goal-oriented manner and as required by the child's needs for special support and development
- work for a child in cooperation and in a family-oriented way in multiprofessional networks
- apply his/her competence in early childhood education in work, respecting the strengths of different children, families, cultures and views of education

## **R0094 Pedagogical Competence in Early Childhood Education, 10 cr**

### **The student is able to:**

The student is able to:

- analyse the value base, aims and underpinning knowledge of early childhood education
- take a child's characteristic ways of acting into account in education
- recognize the significance of inclusion, communality and dialogical interaction in a child's growth, development and learning
- create preconditions for an educational partnership and cooperation

## **R0095 Competence in Guiding Early Childhood Education Activities, 10 cr**

### **The student is able to:**

The student is able to:

- plan, guide and evaluate pedagogical activities and operational environments that meet the needs of children and groups of children
- apply functional and creative methods in education
- reflect upon an educator's actions and his/her own view of education

## **G120 FUTURE EXPERTS IN THE WELFARE SECTOR, 15 cr**

### **Description:**

The module produces competence, which makes it possible for the student to develop services and service models in the welfare sector.

After completing the module, the student is able to describe and evaluate the expertise that the welfare sector will require in the future. The student is able to evaluate changes in the operating environment, as well as the changes required in services and service models. The student is able to develop and apply different working methods when developing future services and service models as a part by participating in projects oriented towards working life.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Otaniemi: Johanna Leskelä ja Hannamari Talasma

## **01500 Innovation Project 1, 5 cr**

### **The student is able to:**

The student is able to

- work in multi-professional groups and networks
- use service innovation processes and tools to develop services
- develop services to promote health and well-being in multi-professional teams together with working life representatives

## **01491 Innovation Project II, 10 cr**

### **The student is able to:**

student is able to develop and apply different working methods when developing future services and service models as a part by participating in projects oriented towards working life.

student is able to evaluate changes in the operating environment, as well as the changes required in services and service models.

## **G103 PROMOTING WELLBEING, 30 cr**

### **Description:**

The objective of the module is for the student to be able to evaluate and develop physiotherapy as a part of his/her client's wellbeing.

After completing the module the student is able to extensively apply different physiotherapy assessment and exercise methods. The student is able to evaluate and develop his/her own competence, as well as services from a multidisciplinary perspective in the client's different operating environments. The student is able to foresee future challenges to wellbeing and create solutions.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Otaniemi: Johanna Stepanoff ja Irma Karhu

## **G8290 Supporting Mental Functions, 5 cr**

### **The student is able to:**

The student is able to

- describe the basics of psychophysical physiotherapy
- evaluate a client's resources and motivation with psychophysical physiotherapy assessment methods
- support and promote the client's health and functional ability in multidisciplinary operating environments
- evaluate the effectiveness of physiotherapy and create new practices

## **G8291 Nutrition as Support for Wellbeing, 5 cr**

### **The student is able to:**

The student is able to

- describe the basic functions of the digestive system and its regulation and the effect of physical activity on nutrition
- describe and recognise the significance of nutrition for the wellbeing of people in different ages
- evaluate the client's body composition and support dietary habits that promote a client's wellbeing
- design approaches that take physical activity and nutrition into account and promote the client's overall wellbeing.

## **G8292 Applied Physical Activity, 5 cr**

### **The student is able to:**

The student is able to

- describe the significance of the disorders or defects of the cardiovascular system and respiratory system with regard to a person's wellbeing and functioning
- evaluate and improve the client's functioning with methods of applied physical activity
- evaluate and develop assistive technology appropriate for the client's needs and supporting activity and participation

### **G8324 Promoting Health and Thriving at Work, 5 cr**

#### **The student is able to:**

Student is able to

- define national and global threats to health and well-being at a conceptual level
- create environments that promote health and well-being
- assess and promote the population's health and ability to function
- recognise and describe different risks to the well-being of work communities
- assess the health and well-being of work communities and employees
- support different actors' well-being in different situations in working life
- develop work and operating environments on the basis of an assessment

#### **Contents of the study unit:**

### **G8325 Multidisciplinary Evaluation Methods in Rehabilitation, 5 cr**

#### **The student is able to:**

Student is able to

- identify and describe the goals and assessment of rehabilitation with the help of different evaluation methods used in the field of rehabilitation
- describe the goals and assessment of rehabilitation using the GAS method
- analyse and assess the feasibility and appropriateness of GAS in proving effectiveness

### **G8328 Supporting Functional Capacity, 5 cr**

#### **The student is able to:**

Student is able to

- describe how circulatory and respiratory insufficiencies affect a person's well-being and ability to function
- assess the performance of the cardiovascular and respiratory systems in people of different ages
- provide guidance on good lifestyle choices (physical activity, nutrition) to people of different ages

### **B066 SOCIAL WORK WITH ADULTS, 15 cr**

#### **Description:**

The module develops the theoretical and methodological competence the students need in social work with adults. In the study units of this module, the students improve their capabilities of using and applying methodological approaches to different people in different life situations to support their inclusion.

#### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other

module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Otaniemi: Kaijus Varjonen

**G8308 Social sector work carried out with adults , 5 cr**

**The student is able to:**

After completing this module, students can:

- identify the multifaceted nature of vulnerability and exclusion
- analyse the individual, community-related and social factors behind marginalisation, vulnerability and exclusion
- understand theoretical bases and working orientations of social rehabilitation

**G8309 Guidance and counselling in social work with adults , 5 cr**

**The student is able to:**

Opiskelija osaa

- soveltaa tietoaan ja taitojaan kriisi-, mielenterveys-, päihde- kriminaali- ja monikulttuurisessa työssä
- soveltaa asiakkaan osallisuutta ja voimaantumista edistäviä työmuotoja asiakastyössä

**Contents of the study unit:**

After completing this module, students can:

- apply their knowledge and skills in crisis work, mental health work, and in intoxicant abuse, crime prevention and multicultural work.
- apply, in customer work, working methods that promote the customer's inclusion and empowerment

**G8310 Functional, bodily and creative methods in social work with adults , 5 cr**

**The student is able to:**

The student is able to:

- apply, draw on and use functional, bodily and creative art-based methods in social work with adults
- improve their knowledge and capabilities in the application of these methods.

**Contents of the study unit:**

After completing this module, students can:

- apply, draw on and use functional, bodily and creative art-based methods in social work with adults
- improve their knowledge and capabilities in the application of these methods.

**G111 MULTIDISCIPLINARY CUSTOMER WORK COMPETENCE IN THE SOCIAL SERVICES AND HEALTHCARE FIELD, 15 cr**

**Description:**

The core purpose of the module is for students to gain an understanding of human growth and development and of life's different stages.

After completing the module, the student is able to support the creation of an interactive relationship between people of different ages. The student is able to improve a customer's potential to develop his/her own personality and skills. The student is able to utilise various multidisciplinary methods when guiding activities according to a customer's needs.

**Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Otaniemi: (hoitotyö) Anna-Kaisa Hankaniemi, (sosionomi) Annika Kultavirta

**G8286 Different Stages of Human Life, 5 cr**

**The student is able to:**

The student is able to

- recognise and describe developmental entities and opportunities in different phases of a person's life
- evaluate the course of his/her client's life and give guidance

**G8287 Similar, Different and Various Types of Opportunities, 5 cr**

**The student is able to:**

The student is able to

- recognise the specific challenges in a person's growth and development and know the service systems in use for these
- support his/her clients' different ways of learning and acting
- guide rehabilitative operations according to the client's needs
- encounter and resolve situations where challenging behaviour is exhibited

**G8288 Interaction Skills in the world of Children, Youths and Adults, 5 cr**

**The student is able to:**

The student is able to

- support the building of interaction relationship with a baby, child, youth or adult
- give guidance on developing an interactive relationship in client work
- analyse interaction skills and situations in client work

**G107 CUSTOMER RELATIONSHIPS AND MARKETING, 15 cr**

**Description:**

The objective of the module is that the student masters marketing and sales planning as well as the development of customer relationship management as a whole. He/she knows how to develop a customer relationship management process for different segments, profitable and loyal customers as a goal.

The student is able to develop strategic marketing mix solutions for different segments. He/she uses a variety of marketing communications and sales management solutions in the international business environment. The student is able to develop company's customer relationships and take the advantage of the data of the customer information system to gain a profitable customer capital.

**Learning process:**

The competences described in the module can be developed either by participating in study units or working in

projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Otaniemi: Johanna Lunkka and Eeva Miettinen

Leppävaara: Anne Martola

**G8343 Integroidun markkinointiviestinnän ja asiakkuuksien kehittäminen, 15 cr**

**The student is able to:**

- Osaa arvioida erilaisia markkinointiviestinnän keinoja osana markkinointistrategiaa
- Osaa suunnitella yrityksen tai brändin markkinointiviestinnän kokonaisuuden asiakastietoa hyödyntäen
- Osaa arvioida erilaisia asiakkuuksia ja markkinointiviestintää ostokäyttäytymistietoon perustuen
- Ymmärtää asiakashallintaprosessien käsitteet ja merkityksen asiakassuhteen kehittämisessä
- Osaa laatia asiakkuuksien kehittämissuunnitelman

**G8336 Developing Business in an International Environment, 5 cr**

**The student is able to:**

- arvioida muuttuvaa liiketoimintaympäristöä ja yrityksen kansainvälistymismahdollisuuksia
- hyödyntää markkinatietoa ja analysoida kansainväliseen liiketoimintaan vaikuttavia tekijöitä
- osaa suunnitella markkinoinnillisia ratkaisuja kansainvälisille markkinoille

**G110 LEADERSHIP AND MANAGEMENT, 15 cr**

**Description:**

After completion of the module, the student is able to lead and develop an organization, its functions and personnel according to a business strategy. During the module, the managerial and project leadership skills of the student will develop.

The ability of the student to lead himself/herself, different individuals, teams and organizations will develop. The student is familiar with the rights and responsibilities that labour laws require of an employer. After completion of the module, the student is able to promote welfare at work. She/he is able to function in both national and international environment.

Student can study 15-30 credits in this module.

**Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Moduulia ei enää tarjota

**G8337 Leading by Coaching, 15 cr****The student is able to:**

- johtaa ja valmentaa tiimejä
- arvioida ja kehittää itseään tiimin valmentajana
- edistää tiimin hyvinvointia
- luoda yleiskuvan lainsäädännön työyhteisölle asettamista oikeuksista ja velvollisuuksista sekä niiden oikeusvaikutuksista

**G104 ENTREPRENEURIAL ACTIONS AND E-SERVICES, 15 cr****Description:**

The objective of this module is to develop the student's multidisciplinary leadership and entrepreneurial skills.

After completing the module the student will be able to apply the basics of leadership and management in his/her own professional work. The student will be able to evaluate the services and inclusive service processes in his/her field. The student is able to transform and renew practices used by the work community in an entrepreneurial and innovative way in a changing operating environment.

**Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Otaniemi: Mirva Alapoikela ja Merja Wirman

**G8295 eWellbeing Services and Their Development, 5 cr****The student is able to:**

The student is able to

- describe and conceptualise existing eWellbeing Services.
- evaluate the accessibility and feasibility of eWellbeing Services
- innovate and design new eWellbeing Services.

**G8272 eService Competence, 5 cr****The student is able to:**

The student is able to

- use and apply nontraditional services for client needs
- describe eService concept from his/her own sector's perspective
- analyse and evaluate eServices and explain their meanings within renewal of services
- innovate and develop various eService ideas, or the service processes related to the ideas.

## **R0052 Leadership and Management, 5 cr**

### **The student is able to:**

The student is able to

- evaluate and develop his/her own actions as a member of a work community and as a manager
- apply labour law and collective agreements
- evaluate the work community and well-being at work

## **G8297 Entrepreneurship:, 5 cr**

### **The student is able to:**

The student is able to

- describe the objectives for development of services from the perspective of professional life and the region in question
- recognise and develop client-oriented, sustainable and economical solutions for services as a part of the operations of the innovation environment
- design business operations for a physiotherapy cooperative or enterprise

## **B052 ECONOMIC GOVERNANCE, 15 cr**

### **Description:**

The aim of the module is that students will understand the principles of accounting and financial statements, and the main finance and taxation legislation related to business.

Students will learn how the economy is closely connected to a company's operational procedures improve their cost accounting skills as well as increasing their knowledge of how a company improves its overall business profitability. Students will be able to analyse businesses with the help of financial statements, key numbers and various calculations, and to make use of this information in the company's development and decision-making.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Otaniemi: Mika Hentunen

## **G8338 Investointi- ja hinnoittelulaskelmat, 5 cr**

### **The student is able to:**

- Opiskelija osaa perustiedot useammasta kuin yhdestä investointi- ja hinnoittelulaskelmien osa-alueesta
- Opiskelijaparehtyy yhteen näistä syvemmin ja tekee aiheeseen liittyvän projektin.

### **Contents of the study unit:**

Hinnoittelumenetelmät ja hinnoittelulaskelmat

Psykologinen hinnoittelu

Riskilisät

Arvonlisävero, myös käänteinen alv

Investointien kannattavuuslaskelmat

Rahan arvon palauttaminen ja investointien sisäisen korkokannan laskeminen diskonttauslaskuilla

### **G8339 Operatiivinen laskentatoimi, 5 cr**

#### **The student is able to:**

Opiskelija osaa perustiedot useammasta kuin yhdestä seuraavista osa-alueista \*Hän perehtyy yhteen näistä syvemmin ja tekee aiheeseen liittyvän projektin.

#### **Contents of the study unit:**

\*

Budjetointimenetelmät

Kontrollilaskelmat

Katetuottolaskennan kertaus

Eri kustannuslajit (kiinteät/muuttuvat, vaikutettavissa olevat ja uponneet kustannukset)

Vaihtoehtoislaskelmat

Standardit

### **G8340 Kustannus- ja kannattavuuslaskelmat, 5 cr**

#### **The student is able to:**

- Opiskelija osaa perustiedot useammasta kuin yhdestä seuraavista osa-alueista \*
- Opiskelijaperehtyy yhteen näistä syvemmin ja tekee aiheeseen liittyvän projektin.

#### **Contents of the study unit:**

\*

Menon jaksotus

Poistotavat

Varaston kirjaus (FIFO, LIFO, AVCO)

Välittömät ja yleiskustannukset

Yleiskustannusten jakaminen ja laskentatavat

Omakustannusarvo- ja valmistusarvolaskelmat

### **G108 LAUREA STARTUP, 15 cr**

#### **Description:**

The objective of the module is that the student is able to evaluate and develop his/her entrepreneurial skills, is able to assess his/her business idea and draw up a business plan on the basis of his/her business idea. The goal is also

that he is familiar with entrepreneurial social obligations and opportunities.

If a student is interested in starting his/her own business, the objective is that the student is able to do so in practice and knows how to prepare for early-stage entrepreneurial challenges. Student is able to analyze and to utilise financial and operational performance information in his/her business.

Students can complete 15–30 credits in the module with the aim of developing their entrepreneurial skills or their own company.

### **Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

### **Responsible persons:**

Otaniemi and Leppävaara: Marjo Ruuti

Hyvinkää: Maija Huhta

Lohja: Riku Riski

## **G8341 Kickoff StartUp, 10 cr**

### **The student is able to:**

After completing this study unit, students will understand why businesses have a constant need for agile business development, and for validating their business models and products in the market and with the customers.

Students will understand the requirements for Startup -funding, and the differences between applying and receiving public and private sources of funding.

Students will understand the purpose of a team, its members' different roles and its strengths for a growth-seeking Startup company.

### **Contents of the study unit:**

Kickoff StartUp-opintojakso on erikseen sovittava opintokokonaisuus start-up yrityksen liiketoiminnan käynnistämiseen ja sen rahoitukseen liittyen.

Opintojakson aikana yrityksen liiketoimintaa kehitetään ketterän kehityksen metodeja käyttäen asiakaslähtöisellä liiketoimintamallilla ja tuotteita testaten. Tavoitteena on Business Model Canvasin kirkastaminen sekä rahoitussuunnitelman tekeminen tai muu erikseen sovittava liiketoiminnan käynnistämiseen ja kehittämiseen liittyvä kokonaisuus – esim. tiimin kehittäminen, rahoitus/taloushallinto, asiakashankinta, koemarkkinointi. Kaikki lähtee yrityksen/tiimin tarpeista.

Opintojakso toteutetaan kehittämisohjelman muodossa, jolloin opiskelija start-up /tiimi saavat henkilökohtaista sparrausta ja neuvontaa.

Sparrauksen lisäksi opiskelijalle on tarjolla mahdollisuuksia verkottua eri startup-ympäristön toimijoihin sekä kontakteja rahoittajiin. Verkoston kautta on myös tarjolla koulutuksia ja erilaisia työkaluja yritystoiminnan aloittamiseen ja pyörittämiseen.

## **G8319 Future StartUp, 5 cr**

### **The student is able to:**

Student is able to:

- recognise and develop their own competence and evaluate competence required in entrepreneurship

- recognise entrepreneur-like activities in the working community and utilise extensive competence in business activities and work contexts
- develop and expand their personal networking skills and understand the importance of central stakeholders to their company

### **G8320 Idea StartUp, 5 cr**

#### **The student is able to:**

The student is able to:

- utilise different methods for generating ideas when developing business activities
- form a team around one's own idea and/or work as a team member in an entrepreneurial way
- recognise and evaluate clients' problems and develop their idea in collaboration with the client/clients
- develop, describe, present and assess their own business idea

### **G8321 Business StartUp, 5 cr**

#### **The student is able to:**

The student is able to:

- formulate and develop their own idea into a business model
- utilise their own network in planning the business model
- test the functionality of their own business model on clients
- present their own business idea to different stakeholders
- build client contacts and possibly acquire clients to their own business

### **G8342 Developing StartUp, 5 cr**

#### **The student is able to:**

Students will understand, and have the ability to develop a company's business model, the procedures of which will be agreed with the mentor, according to recognized development needs. The presumption is that participants have already completed the Future-, Idea- and Business StartUp –study units.

#### **Contents of the study unit:**

Developing StartUp-opintojakso on erikseen sovittava opintokokonaisuus yrityksen liiketoiminnan jatkokehittämiseen ja tiimin täydentämiseen.

Opintojakson aikana yrityksen liiketoimintaa kehitetään edelleen asiakaslähtöisesti. Tavoitteena on esimerkiksi Business Model Canvasin tiettyjen osa-alueiden kehittäminen, jotta opiskelija/tiimi täyttää edellytykset päästä Kick-off StartUp ohjelmaan. Tavoitteena voi myös olla esimerkiksi liiketoiminnan kansainvälistyminen. Kaikki lähtee yrityksen/tiimin tarpeista.

Opintojakson aikana opiskelija/tiimi saavat henkilökohtaista sparrausta ja neuvontaa.

Sparrauksen lisäksi opiskelijalle on tarjolla mahdollisuuksia verkottua eri startup-ympäristön toimijoihin kanssa. Verkoston kautta on myös tarjolla koulutuksia ja erilaisia työkaluja yritystoiminnan kehittämiseen.

### **V078 CHILD PROTECTION - YOUNG PEOPLE AND FAMILIES , 15 cr**

#### **Description:**

Students completing this module will develop their knowledge and competencies in working with children, young people, and families from the perspective of strengthening client participation. Students will be capable of working as a social worker in a psycho-social setting. Furthermore, students will become familiar with the working methods, procedures, and processes involved in child protection work and be capable of engaging with young people and families in various professional settings. The students will also be able to reflect on their own knowledge and

understanding of the work in this area.

The module is worth between 15 and 30 ECTS.

**Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Otaniemi: Mirva Alapoikela ja Tuula Saarnio

Tikkurila: Hanna Väättäjä

**V1433 Child Protection, 15 cr**

**The student is able to:**

The student is able to:

- analyse issues and phenomena associated with child protection in Finnish society
- evaluate and assess child protection needs across a range of age groups, as well as special needs and children's rights
- comply with the ethical principles associated with social work and child protection work
- use a range of methods appropriately when carrying out child protection work
- understand the importance of early stage interaction and attachment in a child's life
- recognise signs of violence in the home and family and provide information on various forms of support and assistance

**V1434 Young People and Families, 15 cr**

**The student is able to:**

The student is able to

- apply knowledge of the different stages of a young person's life
- work with young people in a supportive and enthusiastic manner
- demonstrate knowledge of legislation associated with young people
- demonstrate knowledge and understanding of the social work principles, practices, and methods used with individuals and groups
- understand the role of social work with families

**G8299 Work with Challenging Children, 5 cr**

**The student is able to:**

The student is able to

- assess a child's or youth's special needs
- work in institutional care that support children

**G8300 Child Welfare Services in Open Care, 5 cr**

**The student is able to:**

The student is able to

- assess what type of support the child and family require
- work in accordance with the Child Welfare Act and principles of child welfare
- use the work methods in open care in an appropriate way

### **G8301 Work with Young People, 5 cr**

**The student is able to:**

The student is able to

- assess a young person's needs
- support young people with different methods, including the work in Internet

### **R027 GUIDANCE AND EXPERTISE TRAINING, 15 cr**

**Description:**

Expertise is born via guidance activities in the Guidance and expertise module.

Completing this module provides the student with varied expertise in guiding different people in different situations. The student will know how to support the development of both competence and identity, and to advise on the use of different tools. They know which actions promote a sense of community.

**Learning process:**

Competence as defined in this module can be developed by, for example, taking part in student union activities during study units. The working language can be either Finnish or English.

**Responsible persons:**

Teija Laamanen

### **01469 Student Tutor Activities, 5 cr**

**The student is able to:**

Student is able to

- understand the objectives and operating methods of Laurea and his or her own degree programme
- plan new operating methods to enhance the commitment of new students
- perceive the content of his or her own culture
- provide new students from different cultures with information on the learning environment and culture of the Laurea community
- market Laurea University of Applied Sciences and the opportunities for study offered by Laurea
- apply communication and marketing skills required in the marketing of Laurea
- act as a mentor for students in need of support
- understand the significance of effective tutoring activities for the promotion of well-being in the community

**Contents of the study unit:**

- Campus-specific meetings according to an agreed-upon schedule and the planning of tutoring
- Training events for tutors organised by Laurea
- Creating their own competence profile in the Kyvyt.fi service and acting as a 'reflection tutor' in the context of the online service
- Tutoring activities related to entrance examinations in the spring and in the autumn
- Providing new students with an introduction to Laurea at the start of each term in September and January
- Providing guidance to international and exchange students throughout the term
- The planning of the Freshers' Event and the Pre-Freshers' Event Party
- Support measures for new students related to themes addressed in the study unit on career planning in accordance with the agreed upon division of labour
- Participation in campus events at the student's own campus

**Study unit description:**

- The students learn how to evaluate tutoring from the viewpoint of their own campus and the educational responsibilities that exist in that campus
- They know how to instruct new students in the Laurea operating culture
- The students are familiar with the systems currently in use
- They know how to create a competence portfolio for themselves and are able to support new students in the creation of a competence portfolio at the [kyvyt.fi](http://kyvyt.fi) service.
- They are familiar with the learning environments of their campus and have the capacity to represent the campus in different events where necessary
- The students are familiar with working methods in the area of career planning and, in cooperation with a teacher tutor, are able to support new students in matters related to career planning
- They have the capacity to act as an active promoter of the work community and student well-being

**Previous studies:**

A student acting as a student tutor must be a member of the student union of Laurea University of Applied Sciences.

**01410 Basic Studies on Rules and Regulations in Working Life, 5 cr****The student is able to:**

Opintojakson tavoitteena on vahvistaa opiskelijoiden työelämäosaamista ja kehittää työnhaun taitoja. Opintojakson aikana saat vinkkejä työnhakusi tehostamiseen ja CV:si kehittämiseen. Perehdyt myös keskeiseen työlainsäädäntöön ja työehtosopimuksiin sekä niiden merkitykseen käytännön työelämän ongelmatilanteissa. Opintojaksolla tutustut myös keskeisiin työsuojelumääräyksiin ja työelämän sosiaaliturvaan.

**Contents of the study unit:**

Opintojakso koostuu kolmesta moduulista, jotka ovat:

- 1) Taitavaksi työnhakijaksi
- 2) Työelämän pelisäännöt, työehtosopimukset ja työlainsäädäntö
- 3) Työelämän arjen hallinta, työhyvinvointi ja työelämän sosiaaliturva

**A821 PRODUCER OF EVENT SERVICES, 30 cr****Description:**

The objective of the module is to develop competencies in planning and production related to event services.

After completing the module, the student will be able to plan, implement, manage, evaluate and develop customer-oriented event services profitably and safely while offering peak experiences in cooperation with the customers by using service design methods.

**Learning process:**

The competences described in the module can be developed either by participating in study units or working in projects. Please note that in some education forms projects are the primary way of gathering credits.

In the projects you participate in the development work of domestic or international businesses and communities and in project work. The language used in the project can be either Finnish or English. Projects can also focus on developing the student's own business. The topic of the project and the competences developed by participating in it will be clarified when the project is added to the study offer. The scope of the project will be agreed on in each case. The competences generated in the projects can partly be included in the learning outcomes of some other module(s) and thus the credits can be divided between several modules.

**Responsible persons:**

Leppävara: Kaija Meriläinen

**A9466 Planning and Implementing an Event, 10 cr**

**The student is able to:**

Opiskelija osaa

- Suunnitella ja tuottaa yhdessä Espoon kaupungin Ison omenan tapahtumatiimin (toimeksiantaja) kanssa avajaisviikkojen ohjelmaa ja toimintaa
- Tehdä tunnetuksi uuden palvelutorin toimintaa ja mahdollisuuksia
- Toimia osana moniammatillista projektitiimiä ja verkostoa
- Kartoittaa ja kontaktoida mahdollisia yhteistyökumppaneita (yritykset ja 3.sektori)
- Käyttää tapahtumamarkkinoinnin ja palvelumuotoilun prosesseja ja työkaluja hyväksi tapahtumatuotannossa
- Ohjata ja neuvoa asiakaslähtöisesti tapahtumien kävijöitä